# Maine's Revised Learning Results: Parameters for Essential Instruction



Social Studies standards to ensure all Maine's children graduate post-secondary, career and citizenship ready

This presentation has been developed by the Maine Department of Education to strengthen your understanding of the 2007 Maine Learning Results, the recent review process, and the implications that new standards have for teaching and learning.

## **Presentation Format**

This PowerPoint presentation is divided into four segments:

- □ Legal and philosophical foundations
- □ Differences between the 2007 and 1997 Learning Results
- Implications for schools in implementing the revised Learning Results
- □ Potential cross curricula connections

The presentation is approximately 30 minutes long. It has been divided into four segments so that you may view the presentation in its entirety or in smaller increments. Each segment of the PowerPoint answers a question:

the legal and philosophical basis for the 2007 standards

the differences in both form and content between the 1997 and 2007 learning results

how schools may work to implement the revised learning results and, more briefly, connections between content areas within the learning results

# Part 1:

What are the legal and philosophical foundations for the 2007 Maine Learning Results: Parameters for Essential Instruction?

# Goals of the Maine Learning Results: Parameters for Essential Instruction

- □ Identify knowledge and skills essential to prepare Maine students for post-secondary education, career, and citizenship
- Express what students should know and be able to do at various checkpoints during their education
- Define core elements that should apply to all students without regard to their specific career and academic plans
- □ Provide educators and parents with guidance

The 2007 Maine Learning Results define the most essential knowledge and skills that prepare students for post-secondary education, fulfilling careers, and citizenship in a 21st century.

For social studies, the Learning Results describes a continuum of knowledge and skills that ALL Maine students should have upon graduation. There are benchmarks or checkpoints that correspond with grade spans for grade 2, grade 5, grade 8 and graduation.

The Learning Results – for all content areas – define the core elements of a high –quality education that should apply to all students regardless of their current post-secondary or career plans.

Maine's Learning Results also serve as a tool to inform parents and the community to better understand the learning expectations for all children.

# Chapter 131 & Chapter 132

### Maine Department of Education Chapter 131

 The Maine Federal, State, and Local Accountability Standards for Mathematics, Reading and Science

### Maine Department of Education Chapter 132

 Learning Results: Parameters for Essential Instruction (All 8 Content Areas)

The three year review of Maine's education standards resulted in the creation and adoption of two documents where one previously existed.

Maine Department of Education Regulation 131- The Maine Federal State and Local Accountability Standards, adopted by the Legislature in June of 2007, identify the standards and performance indicators for Mathematics, Reading, and Science which are align to the MEA and Maine SAT. This regulation is a major substantive rule and requires the vote of the full legislature to make changes. It is often referred to as Chapter 131.

Maine Department of Education Regulation 132 – or Chapter 132 - Learning Results: Parameters for Essential Instruction, was adopted in October 2007. It identifies the knowledge and skills across eight content areas that is essential instruction for all students.

# **Basic Principles**

- All students should aspire to high levels of learning.
- Achievement should be assessed in a variety of ways.
- □ Completion of public school should have a common meaning throughout the state.

The revised Learning Results builds upon some basic, widely held principles. As stated in the 1997 document, those principles include the following:

All students should aspire to high levels of learning

Achievement should be assessed in a variety of ways, and

Completion of public school should have a common meaning throughout the State.

These principles hold universal appeal, and, as a result the Maine Learning Results still enjoy strong public support.

# Standards-Based Education and Opportunity

This commitment requires us to:

- □ Reflect on current programming
- □ Ensure equitable access for all students
- □ Ensure 21st Century content
- □ Reexamine instruction for 21<sup>st</sup> Century
   learning

After a decade of using the 1997 Maine Learning Results, the adoption of revised standards provides us with important opportunities. The implementation of revised Learning Results requires us to

reflect on whether our current programming provides opportunity to learn the knowledge and skills described in the standards, and

ensure that we are providing equitable access for all students to this essential learning.

It also demands that we understand & agree upon the meaning of  $21^{\rm st}$  century content and

that we examine if in fact we are providing 21st century instruction.

It is clear that 21st century standards alone will not ensure that students are equipped with 21st Century Skills.



To ensure that Maine's standards support 21st Century learning, The Learning Results revision process used the Partnership for 21st Century Skills' Framework. While the Framework includes content standards it goes beyond the essential knowledge and skills to include connected issues related to instruction, curriculum, assessment and learning environments, thus providing a more broad educational framework. The Partnership's core subjects include English Language Arts, World Languages, the Arts, Mathematics, Economics, Science, Geography, History, Government and Civics. Of these 9 subject areas, four are included exclusively in Maine's social studies Learning Results!

# **The Guiding Principles**

- □ Clear and effective communicator
- □ Self-directed and lifelong learner
- Creative and practical problem solver
- □ Responsible and involved citizen
- □ Integrative and informed thinker

Also included in revised Learning Results are five Guiding Principles. These Guiding Principles define the attributes and behaviors that students should have before graduating. The Guiding Principles incorporate all content areas and ask students to synthesize the knowledge and skills they learn in each content area of the Learning Results.

# Instruction, Assessment & Culture

Our State standards, the Learning Results, is only one of multiple strategies to create a 21<sup>st</sup> century education system.

### Other components:

- □ High quality teaching
- □ A positive learning environment
- Regular assessment checkpoints

Our State standards, the Learning Results, is only one of multiple strategies to create a 21<sup>st</sup> century education system. Other components include:

High quality teaching

A positive learning environment, and

Regular assessment checkpoints using State and local assessments

# Who was involved in the Revision?

- Educators
- □ School Administrators
- □ Parents
- □ Community Business Leaders
- Lawmakers
- □ Chancellor's Task Force on College Readiness

Engaged in the revision process were, educators, school administrators, parents, community business leaders, Maine lawmakers, and University of Maine System partners

## Resources

- □ Content Area panels
- National consultants
- □ Independent reviewers
- □ State, national, and international standards
- □ 21st Century Partnership Framework
- □ Research on learning
- □ Online survey

Participants drew from a wealth of resources, including Content Area Panels, National Consultants, Independent Reviewers, State, National, and International Standards, and the 21st Century Partnership Framework, as well as data compiled from research on learning and an online survey. These resources were cross-referenced to ensure that the ideas identified in the Revised Maine Learning Results represent a reliable foundation for student learning in Maine.

# Part 2: How is the 2007 MLR different from the 1997 version?

# How the MLRs Have Changed

- Clearer and more coherent
- More focused on essential knowledge and skills
- □ Structure
- Content

Formal and informal feedback from Maine educators indicated that the revision process should address concerns related to:

Increased clarity and coherence, and

A greater focus on what is most essential. This is a major difference from the 1997 Maine Learning Results because the revised document requires a deeper knowledge related to fewer topics.

In addition to these differences, the document is structurally different, showing a progression of learning for significant topics across grade spans and adding descriptors to help define the depth and breadth of performance indicators.

And for social studies, there are distinct differences in content.

# Structural Differences Between the 1997 and 2007 Learning Results

- □ Four grade spans PK-2, 3-5, 6-8, 9-Diploma
- □ Content Standards Capital Letters
- □ Performance Indicators Numbers
- □ Descriptors Lower Case Letters

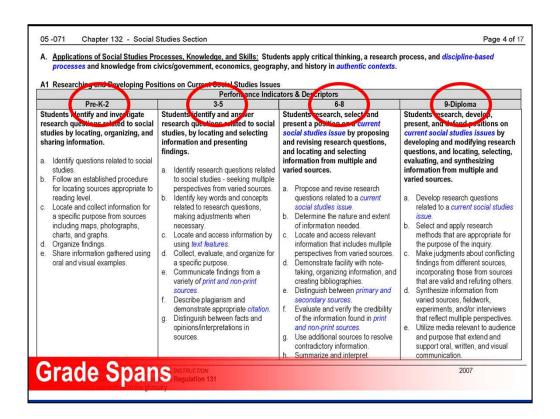
### In structure:

The revised Learning Results divide the learning continuum into four grade spans: PK-2, 3-5, 6-8, and 9-Diploma

Content standards and performance indicators are found in both the 1997 and 2007 documents. Content standards are broad descriptions of the knowledge and skills that students should acquire. They are identified by capital letters

Within each content standard is a series of performance indicators which help to define the big ideas within the content standard. Performance indicators are identified by numbers.

Descriptors, NOT found in the 1997 MLR, are identified by lower case letters. Where needed, descriptors are incorporated to more specifically define depth and breadth.



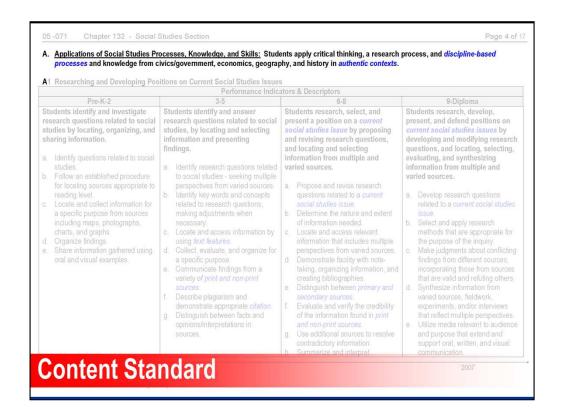
Using Social Studies Content Standard A, Performance Indicator 1, as an example, let's look at page 4 of the Social Studies section of the Maine Learning Results. Here we find the complete detail of Content Standard A1, including definitions of the Performance Indicator based on four grade spans:

Pre-K through grade two;

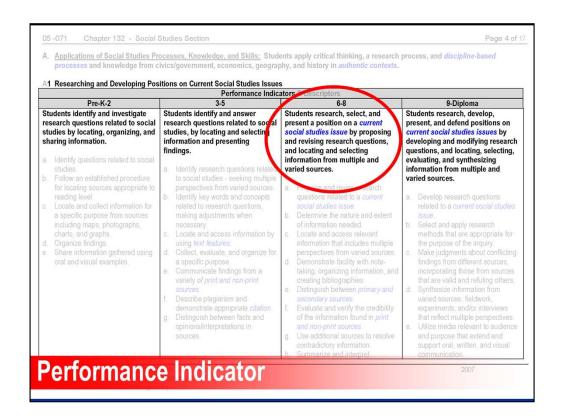
grades three through five;

six through eight; and

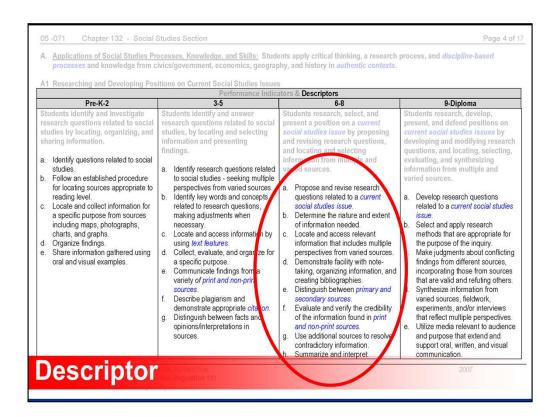
grade nine through the awarding of a diploma.



→ The content standard is accompanied by a definition, clarifying its purpose and its integration within the larger Content Area of Social Studies. Content Standards offer a BROAD description of the knowledge and skills that students should acquire.



Performance indicators define the big ideas within the standards. Looking at the Performance Indicator for grades six through eight, for instance, we find, within that grade span, students should be able to research, select, and present a position on a current social studies issue by proposing and revising research questions, as well as locating and selecting information from multiple and varied sources. These definitions are detailed even further, as the Performance Indicator for each grade span is augmented by descriptors



Descriptors, where needed, define depth and breadth of big ideas contained in the performance indicator. Simply put, Descriptors provide examples of what a student should know and be able to do, in order to be considered as having met the requirements of each Performance Indicator.

### Major Enduring Themes

- □ Select and use a consistent set of themes to help students make connections between events within and across historical eras.
- □ Four sets of themes are presented offering a wide range of choice and possibilities.

www.maine.gov/doe/socialstudies/standards.html

Major Enduring Themes have been included in the revised Learning Results. Using a consistent set of themes helps to make connections within and across learning experiences.. Four broad sets of themes are given to offer school units a wide range of possibilities.

Standard A: Applications of Social Studies Processes, Knowledge, and Skills

- Critical thinking, research, and application of social studies content to authentic contexts
- □ Research and discipline-based research processes in authentic contexts
- Enhanced skills
- □ Students acquire and take action with what they learn

The revised Learning Results include an entirely new standard, Applications of Social Studies Processes, Knowledge, and Skills. This standard explicitly states the critical thinking, research, and application of learning to authentic contexts. Embedded in this standard are social studies research and research processes. Also included are skills such as analyzing primary sources, interpreting maps, interviewing & polling, and graphing economic trends. The standard also supports civic action and/or service learning.

Standard A. Applications of Social Studies Processes, Knowledge, and Skills A3. Taking Action Using Social Studies Knowledge and Skills

Civic Action & Service Learning

In standard A3, students are asked to participate in or implement a civic action or service learning project. It is important to understand definitions for both civic action and service learning.

- □ Civic Action A wide range of actions that promote the common good and positive social change. Civic action is a direct application of taught social studies knowledge and skills. It often occurs in a single act but may also be part of a service-learning project.
  - o Petitioning
  - Educating one's community on civic or environmental issues
  - Writing to elected representatives and newspapers
  - Monitoring legislative proposals (local, state and national)

**Civic Action** includes a wide range of activities that promote the common good and positive social change. It is a direct application of knowledge and skills taught in the classroom. Some examples may include petitioning, community education, letters to lawmakers and newspaper editorials, or monitoring legislative proposals and their impact on local, state, national or international communities.

□ Service Learning - a teaching strategy through which students identify, research and address real community challenges, using knowledge and skills learned in the classroom. Through service-learning, students meet local curricula and State learning standards. Service-learning should not be confused with community service.

Service Learning is a teaching strategy. Students identify, research and address real community challenges, using knowledge and skills learned in the classroom. While engaged in service learning projects, students meet local curricula and State learning standards. It is important that service-learning not be confused with community service.

### Maine Native Americans

■ Wabanaki Tribes:

Penobscot, Passamaquoddy, Micmac, and Maliseet

- □ Intentionally named in each content standard
- □ Should be integrated and taught across the content area
- □ More information at:

www.maine.gov/doe/socialstudies/index.html

Maine Native Americans or the Wabanakis include the Penobscot, Passamaquoddy, Micmac, and Maliseet tribes. Maine Native Americans are intentionally named in each content standard and should be regarded as a culture group like any other in Maine, the United States, and the world. Where appropriate, teachers should integrate the study of Maine's native populations throughout the breadth of the content area including civics and government, economics, geography, and history. The inclusion of Maine Native Americans into all four content standards is to present a balanced curriculum that honors Maine's native populations and implements LD 291, An Act to Require Teaching of Maine Native American History and Culture in Maine's Schools, which was passed in 2001. More information is available on the Department of Education's social studies website.

Maine Native Americans (Continued)

- Meets the criteria for LD 291, An Act to Require Teaching of Maine Native American History and Culture in Maine's Schools
- □ Must include Maine tribal:
  - Governments and political systems
  - √ Economic systems
  - √ Territories, and
  - ✓ Cultural systems

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For each of the content standards:

Civics and Government

**Economics** 

Geography

History

The first performance indicator provides a "spiraling" definition.

For each of the Content Standards - Civics & Government, Economics, Geography, and History - the first Performance Indicator includes a Descriptor that provides a definition of the Standard that develops across the grade spans. This provides a developmentally appropriate picture of what each Standard "looks like" throughout the continuum of learning.

### **Unity and Diversity**

- Concepts that apply to all four content standards
- □ Found in "Individual, Cultural, International, and Global Connections"
- Students must transfer conceptual understanding between and among the standards and social studies disciplines

The concepts of unity and diversity are included in the last performance indicator for each of the four content standards. This indicator is consistently labeled "Individual, Cultural, International, and Global Connections." Throughout the learning continuum, students will transfer conceptual understanding of unity and diversity within social studies and – potentially – among other content areas.

### Standard B: Civics and Government

- Depth over breadth -- only the most essential content was included from the 1997 standards
- Citizenship is addressed at the conceptual level at each grade span
- Emphasis on action and authentic application of newly learned knowledge and skills.

Many of the most important terms, concepts and ideas in the 1997 Civics and Government standards are also included in the 2007 standard. However, only the most essential content is included.

Citizenship and the common good are addressed at the conceptual level and then applied to physical boundaries such as local communities, Maine, the United States, and political systems of the world.

Like much of social studies and the revised Learning Results as a whole, there is an emphasis on action and authentic application of newly learned knowledge and skills.

### **Standard C: Economics**

- □ Only the most important economic concepts are included in the 2007 document
- □ There are fewer standards and indicators
- Economics content and concepts are more clearly defined

For Economics,

the most visible difference in the 2007 document is the clarity in content.

There are only two performance indicators but each calls for rigor and depth of knowledge and requires students to apply what they have learned in authentic contexts.

The concepts are fewer – more clear -- and more applicable across the social studies continuum.

### Standard D: Geography

- □ The standard builds ("spirals") from the basic concepts of geography to the effect of geographic influences on present and future decision making.
- □ The standard begins with foundations of geography and then builds to the application of this knowledge

The standard builds from grade span to grade span beginning with the basic concepts of geography to the effect of geographic influences on present and future decision making.

Students begin, in the PK-2 grade span, with an understanding of the nature and basic ideas of geography and then move to the application of this knowledge to the community, Maine, the United States, and various world regions.

### **Standard E: History**

- □ The most essential content included in (1997) History A, B and C is included in E1
- Expectation that students use history to make informed decisions about the present and future
- Students must not only understand major eras and enduring themes but also historic influences

### For standard E, History

The content in this standard is a wonderful example of depth over breadth.

There is a clear expectation that students use history to make informed decisions about the present and future.

As students develop, they must not only understand historical eras and enduring themes but also historic influences.

# Part 3: Implications for Implementing the 2007 Learning Results

- Curriculum Mapping
  - o Opportunity for all students
  - o Syllabus review for high schools
- □ Examination of Instruction
- Integration Across Content Areas Cross Content Connections, including Career and Technical Education, Special Education, Alternative Education and Adult Education

The 2007 Learning Results provide starting points for a variety of school based work. Schools and Districts will:

Review curriculum to understand if it aligns with the revised standards and provides all students with opportunities to learn. These opportunities should be available in a variety of contexts including Career and Technical Education, Adult Education, and Alternative Education settings. The Department of Education, working with the Education Policy Improvement Center (EPIC), is developing a high school syllabus review process based on the Learning Results: Parameters for Essential Instruction. This on-line tool will help districts evaluate the course sequences high schools offer making it easier for the districts to ensure that all students across Maine have access to instruction that prepares them to graduate ready for post-secondary education, work, and citizenship; whether students learn in traditional classrooms or in other contexts. The syllabus review process will make the education process more public for students and parents making it easier for them to be active partners in education.

Schools and districts should also carefully examine classroom instruction and ensure that 21st Century standards are being delivered within the context of 21st century learning experiences.

The revised standards provide opportunity to integrate instruction across content areas and school programs in ways that better supports students learning.

- Authentic Learning Contexts provide students with opportunity to learn new concepts and skills and demonstrate this learning in authentic contexts.
- Civic Action provide students with a greater understanding and skill for civic action and/or service learning.

There are many implications for work in schools that arise from these new standards. Two primary implications may include the need for professional development opportunities that will help teachers to become more skillful with authentic learning contexts and integrating civic action or service learning into a variety of learning experiences.

- Unity and Diversity Professional development and/or K-12 collaboration may be necessary to understand and integrate the concepts of unity and diversity.
- Economic Terms/ Concepts Curriculum revision may be necessary to account for more clearly defined economic terms and concepts.
- Rebalancing Social Studies Some standards represent a smaller or larger proportion of the content area. Thus, Social Studies curriculum may need to be revised.

The concepts of unity and diversity – as applied to Civics and Government, Economics, Geography, and History – must be embedded in both curriculum and instruction. Because economic concepts and terms are more clear and concise, changes in curriculum and instruction may be necessary here, too. Schools should look carefully at the K-12 continuum of social studies education. As stated previously, there are significant changes in content and skills. The revised document has shifted the balance among the five standards and at least moderate curriculum revision may be necessary.

Maine Native Americans - LD 291 (An Act to Require Teaching of Maine Native American History and Culture in Maine Schools) stipulates that Maine Native American studies is a required component of Maine studies.

- ✓ Maine tribal governments and political systems
- ✓ Maine Native American economic systems
- Maine Native American territories, and
- ✓ Maine Native American cultural systems

More information at: www.maine.gov/doe/socialstudies/index.html

While the teaching of Maine Native Americans was included in several indicators in the 1997 MLR, the revised standards are clear on the role of Maine's native populations for all aspects of social studies instruction. This is not a new requirement! LD 291 (An Act to Require Teaching of Maine Native American History and Culture in Maine Schools) passed in 2001 stipulates that Maine Native American studies is a required component of Maine studies. It must include "Maine tribal governments and political systems and their relationship with local, state, national and international governments, Maine Native American economic systems, Maine Native American territories, and Maine Native American cultural systems and the experience of Maine tribal people throughout history". The 2001 law is now part of the 2007 Learning Results

# Link to Accountability & Assessments

- 2008-2009 MEA and MHSA aligned to Chapter 131 – The Maine Federal, State and Local Accountability Assessments (NCLB)
- 2008-2009 State Writing Assessments for grades 5, 8 and High School
- Winter 2009 Graduation and School Programming aligned to revised MLR

The standards play an important role in accountability and assessment. → Beginning in the 2008-2009 school year the MEA for grades 3-8 and the Maine High School Assessment will be aligned to the revised standards. While this does not impact social studies directly – our students will be impacted for math, reading, and science.

Also beginning in the 2008-2009 school year the state's writing assessments for grades 5, 8 and High School will be aligned to the revised writing standards. Because writing is a skill important to social studies, instruction and formative assessment for social studies must take into account differences in the writing standards.

As graduation requirements and school programs and curriculum are discussed and passed into rule they too will be aligned to the 2007 standards – these rules, Chapter 125 & 127, will be drafted in the fall and presented to the legislature next winter.

# Part 4: What are the potential cross- curriculum connections?

# Potential Integration with Career and Education Development

Authentically integrate grade-appropriate

- □ interpersonal skills,
- a decision-making,
- □ goal-setting, and
- □ habits of mind into Social Studies experiences

The nature of social studies offers logical places to integrate the learning identified in the Career and Education Development Standards. Potential areas for integration include interpersonal skills, decision-making, goal-setting, and habits of mind to enhance learning and develop skills and behaviors.

### Potential integration with English Language Arts

- □ Apply inquiry and research skills
- Apply effective reading comprehension strategies
- Apply effective strategies for acquiring and using Social Studies vocabulary
- Apply listening and speaking skills to comprehend and communicate
- Communicate thoughts and ideas through expository and persuasive writing

English Language Arts provides a number of cross content connections. The processes of inquiry and research, reading strategies and reading comprehension, and effective communication for writing, speaking, and listening are critical to our content area.

### **Potential integration with Mathematics**

Apply and integrate:

- Algebraic models, data analysis, and statistics to understand populations, economic trends, interpret voting patterns, and analyze political struggles
- Function models to predict financial results, population growth, and to graph economic factors

With the increased use of data collection and analysis, mathematics becomes more important for students and teachers of social studies. The use of algebra, statistics, mathematical patterns, and graphing are now essential to our field.

### Potential integration with Science & Technology

Apply & Integrate:

- Geography with knowledge of biodiversity and the Earth
- □ History with knowledge of scientific advances and technological development.
- □ Systems in Social Studies and systems in Science.

Geography shares much with both social studies and science and both claim this as a critical subject area. Technological development must be seen through both scientific and historical perspectives. And a variety of concepts – including systems, populations, evolution, and interdependence - transfer among these two content areas.

### Potential integration with Visual & Performing Arts

Integrate grade-appropriate understandings of history with knowledge about the arts, their history, and world cultures

### Potential integration with World Languages

Integrate grade-appropriate understandings about culture, connections, and communities in world languages into the study of civics and government and history

The Arts and World Languages are closely linked with social studies. An understanding of history, culture, and world communities is shared among these content areas.

# **Content Resources in Social Studies**

- □ National Council for the Social Studies Standards
- Maine Dept. of Education Social Studies website: www.maine.gov/doe/socialstudies/index.html
- The Partnership for 21st Century Skills is the nation's leading advocacy organization focused on infusing 21st century skills into education. Maine became the sixth state to join the Partnership in July 2007. www.21stcenturyskills.org

The ideas contained in Learning Results: Parameters for Essential Instruction reflect the input of Mary McFarland, the national consultant who worked with us, the content panel of Maine educators, and feedback from hundreds of individuals. Just as important, these ideas are built on the foundations found in The Partnership for 21st Century Learning's Framework.

# **Additional Question?**

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